SOURCES AND USES OF PUBLIC EDUCATION $$$, PAGE 18

EXCLUSIVE INTERVIEW WITH "CHECKER" FINN PAGES 16-17

School Reform News

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School Choice Options Debated in Colorado

No longer "If," but "When?" and "How?"

BY GEORGE A. CLOWES

One hundred and fifty activists, legislators, educators, and concerned parents gathered in downtown Denver on September 10 to address the question: "What's next for Colorado families now that the U.S. Supreme Court has ruled in favor of school choice?" They heard speakers debate vouchers vs. tax credits, learned about Blaine Amendments, heard grassroots leaders talk about their efforts, and were offered a variety of school choice proposals from legislators on both sides of the aisle.

With so many students at risk of dropping out of school or getting involved with gangs, many Denver-area parents fear their children may be headed for prison, said Kathy Porter, program administrator for Alliance for Choice in Education (ACE). ACE has provided more than 790 students from low-income families in the Denver area with privately funded scholarships to attend private secular or religious schools, but applications total almost 3,000. Parents Challenge provides similar privately funded scholarships and grants to low-income families in Colorado Springs, according to executive director Evelyn Taylor.

Nita Gonzales, chairman of Children Having Opportunity in Colorado Education (CHOICE), voiced alarm about Colorado's Latino dropout

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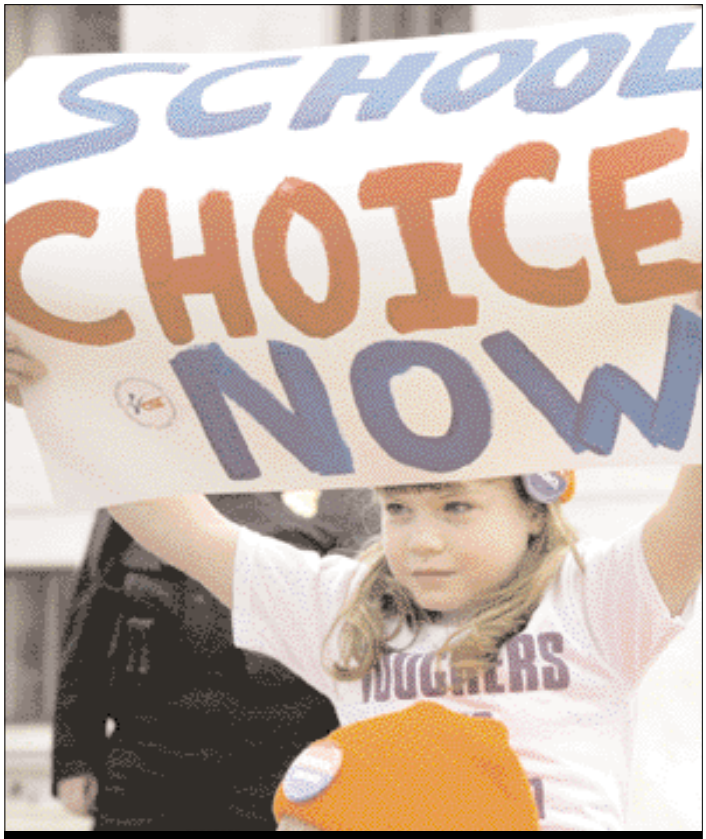
School Choice After Zelman

The U.S. Supreme Court's favorable school choice ruling on June 27 in *Zelman v. Simmons-Harris* has created a new dynamic for school choice across the country. Two of our front-page stories offer examples of those changes.

The first change is in the courts, where the Institute for Justice has gone on the offensive to challenge existing laws that discriminate against school choice. The second change is in the political arena, with Colorado leading the way, where discussion has shifted from "Should we have school choice?" to assessing the relative merits of different school choice proposals.



Shannon Woisnet, 7 years old, from Cleveland, Ohio, holds up a sign in support of school vouchers in front of the U.S. Supreme Court in Washington, DC. The Court, in a 5-4 ruling, upheld the Cleveland school voucher program, which allows families to use publicly financed vouchers to send children to religious schools. Photo:Mark Wilson/Getty Images

IJ Launches School Choice Offensive

Challenges filed in Maine and Washington

BY GEORGE A. CLOWES

After the U.S. Supreme Court awarded control of the constitutional battlefield to voucher advocates on June 27, the Institute for Justice didn't waste time celebrating the victory.

Instead, the Institute quickly redeployed resources from defense to offense in order to take advantage of the commanding position school choice forces had gained with the Court ruling. In September, the Institute launched its offensive by challenging state constitutional provisions that limit school choice options in Maine and Washington.

"This summer's victory for school choice in the U.S. Supreme Court was only the first step in expanding educational opportunities for children who desperately need them," declared Clint Bolick, the Institute's vice president. "Now we need to take on state constitutions that require discrimination against religious school options."

For the past 12 years, the Institute has suc-

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High-Poverty Students Excel with Direct Instruction

But most teachers prefer that students direct learning

BY KRISTA KAFER

In successful high-poverty and high-minority schools in California, the predominant teaching method is direct instruction, where student learning is directed by and centered on the teacher. But a majority of teachers in America's elementary schools reject this proven approach in favor of a much less structured—and less effective—teaching style called "student-centered" learning.

These are the findings of two recent studies examining how teachers teach. One study, "They Have Overcome: High-poverty, High-performing Schools in California," is from the Pacific Research Institute (PRI) and reports what teaching methods are prevalent in successful high-poverty schools. The other study, "What Do Teachers Teach?" is a Manhattan

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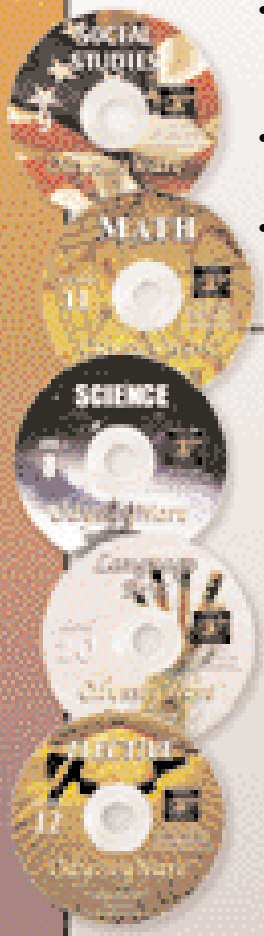

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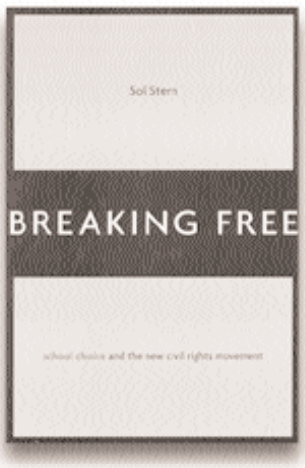
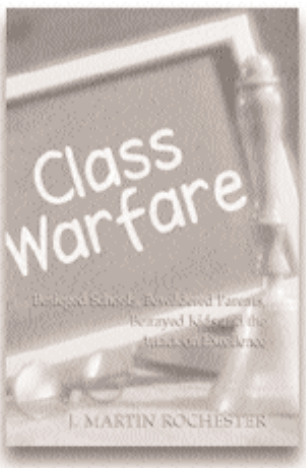


"Mr. Stern is a white Jew who passionately documents the benefits enjoyed by black and Hispanic students at Catholic and evangelical Christian schools. And he, unlike so many other intellectuals in the vouchers debate, has plenty of first-hand experience with city schools."

—The New York Times

ISBN: 1-893554-07-4
$24.95, 230 pages

Sol Stern vividly describes how cash-starved Catholic schools in the South Bronx and other similar areas across the country are performing small educational miracles every day with children the public schools have given up on. Drawing on personal observation and intimate conversations with parents, students and educators in New York, Milwaukee, Cleveland and other cities gripped by a school crisis, Breaking Free is the first book to transform school choice from an abstract policy issue into a question of basic personal freedom.

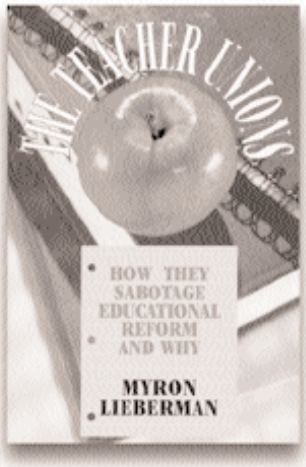


"This book shows us the intellectual absurdities, faddism and tedium that all too often characterize the contemporary classroom. Rochester is a sort of Everyparent — wanting the best for kids, understanding the problems teachers face, trying to help through personal involvement, but winding up deeply disillusioned."

—David Horowitz

ISBN: 1-893554-53-8
$26.95, 250 pages

Martin Rochester takes the reader on a field trip that begins with his own upper-middle-class suburban school district in St. Louis and then moves on to inner-city locales and some of the best private schools, showing along the way how "pack pedagogy" has steamrolled parental resistance in promoting disasters such as whole language reading, fuzzy math, multiple intelligences theory, and all the other fads found in today's schools.

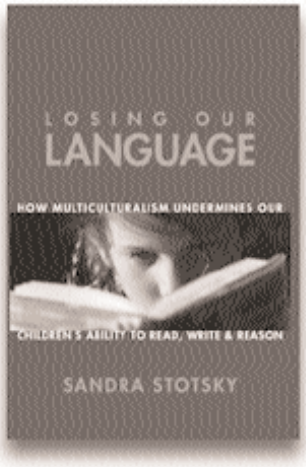


"The most comprehensive account yet of how the public schools are failing us and why…Brutally honest and politically incorrect. Everyone who cares about American education should read it."

—Washington Post Educational Review

ISBN: 1-893554-21-X
$16.95, 264 pages

A powerful exposé on how the NEA and AFT use their power to smother desperately needed educational innovations. Lieberman's provocative diagnosis of what ails American education is on the money. So is his prescription for change—that teachers would be better served by professional organizations that did not waste money on affluent bureaucrats; and parents and children would be better served by organizations that focused on education improvement, not social engineering.



"Reading Losing Our Language should send parents rushing to their school board with pointed questions."

—Wall Street Journal

ISBN: 1-893554-48-1
$16.95, 288 pages

Maverick Harvard educational researcher Sandra Stotsky shows how the incorporation of a multicultural agenda into basal readers, the primary tool for teaching reading in elementary school, has had a disastrous effect on students' reading and test scores. Instead of using classic stories like Arabian Nights and Robinson Crusoe, which enlarge imagination as well as vocabulary, these readers now give students politically and ethnically correct stories whose concepts are banal and whose language—including Swahili and other trendy dialects—is literally foreign.

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National Elections Bring School Choice Advocates to the Forefront

The school choice community will lose two of its Congressional champions when House of Representatives Majority Leader Dick Armey (R-Texas) and Rep. Bob Schaffer (R-Colorado) retire at the end of this session.

"The tired arguments against school choice grow less and less relevant every year," Armey told Congress in July. "Now, in light of the recent Court approval, the time has come for the federal government to step up to the plate and take the lead in ushering the school choice movement into the twenty-first century."

This summer, Armey, along with Senate Education Committee ranking Republican Judd Gregg (R-New Hampshire), introduced the District of Columbia Student Opportunity Scholarship bill to bring choice to the nation's capital. The measure is nearly identical to legislation vetoed by then-President Bill Clinton in 1998.

Similarly tireless as a leader for parental choice and meaningful school reform, "Honorable Bob," as one local newspaper columnist called Schaffer, leaves Congress to honor his pledge to serve only three terms.

This year, Schaffer's scholarship tax credit bill went farther than any such proposal. Nevertheless—despite undergoing major reconstructive surgery and attracting 47 cosponsors and a statement of support from the Bush administration—the measure never made it out of the Ways and Means Committee. Calling the plan "a means to reduce financial barriers to improving educational opportunities for children" in a September 12 statement, the administration had pledged to work with Congress to overcome budgetary obstacles to implementing the plan.

Meanwhile, Rep. Pete Hoekstra (R-Michigan) once again earned his reputation as one of the outspoken leaders for parental choice. Hoekstra sponsored a 75 percent tax credit for individuals or corporations contributing to qualified tuition scholarship organizations or to local schools. He believes a tax credit for businesses should be an important priority for the new Congress, and sees it as an important way to bring in new money for schools.

Another school choice stalwart, Rep. Ron Paul (R-Texas), introduced not one but three education tax credit bills.

First-term Congressman Eric Cantor (R-Virginia) made his refundable $1,000 Education Empowerment Tax Credit the first piece of legislation he introduced as a Member of Congress. Over the course of the session, 67 Members signed on as cosponsors. Cantor plans to reintroduce the bill in 2003.

For Rep. Tom Tancredo (R-Colorado), also a Member of the House Education Committee, the two main education priorities for the next Congress are preventing over-identification of special education students and promoting parental choice in special education. Other choice leaders returning to the House include Rep. Jim DeMint (R-South Carolina) and Rep. Jeff Flake (R-Arizona).

The next Congress also features a range of new advocates for school choice and school reform. Some of these mark the return of familiar faces—like new Senator and former Representative Jim Talent (R-Missouri). A former member of the House Education Committee, Talent once proclaimed about school choice at a hearing, "Unless we're going to bury our heads in the sand, it just seems to me expecting other kinds of reforms to do any good within the time frame these kids need is just not realistic."

An American Federation of Teachers statement pointed out that in his four terms in the House, Talent "voted 'right' [on teacher union priorities] in only 2 out of 41 votes." He replaces a teacher union favorite, Democratic Sen. Jean Carnahan.

New Tennessee Senator Lamar Alexander (R-Tennessee) is another familiar face. The former Secretary of Education made charter schools a foundation of his campaign.

Two new Representatives with strong parental choice credentials will be Trent Franks (R-Arizona) and Tom Feeney (R-Florida). Franks, a former state representative, strongly supports tuition tax credits, which he says are "easier to pass and easier to uphold" than vouchers.

Feeney gained national exposure as Speaker of Florida's House of Delegates. His commitment to vouchers and choice is longstanding, and during his campaign he reminded voters that he filed the first full-blown voucher bill in the Florida legislature, in 1990.

Both Senator Gregg and House Education and the Workforce Chairman John Boehner (R-Ohio) plan to continue using their influential positions to champion school choice.

"The drive for equal educational opportunity in America doesn't end with President Bush's signing of the No Child Left Behind Act; it begins there," Boehner said in October. "The momentum behind the parental choice movement has never been stronger."

Don Soifer is executive vice president of the Lexington Institute in Arlington, Virginia. His email address is mail@lexingtoninstitute.org.

CORRECTION

In the October 2002 issue of *School Reform News*, the table in "Just the Facts: Student Achievement" contained three incorrect numbers, and five numbers were missing. In the 2000 National Assessment of Educational Progress tests for eighth grade, the percentages of students scoring at or above proficient in math for Iowa, Kansas, and Kentucky were N/A, 34, and 21 respectively; in science for Idaho, Illinois, Nevada, Ohio, and Oklahoma, the figures were 38, 30, 23, 41, and 26 respectively. *School Reform News* regrets the error.

The correct data have been posted to the online table at http://www.heartland.org/Article.cfm?artId=10441.

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Charter School Growth Slows As Opposition Intensifies

Fighting in the "war against charter schools"

BY GEORGE A. CLOWES

This fall, 2,700 charter schools are in operation across the nation, serving more than a half-million students. That's the good news.

The bad news is that the net year-to-year increase in the number of schools—328—was the smallest since 1996, and the annual rate of increase—14 percent—was the lowest in the reform's 10-year history.

Marketing experts would view this as an unusual growth pattern for a new product that meets enthusiastic support wherever it is offered to parents, but what the faltering growth rate points to is the intensity of the efforts of charter school opponents to rein in this surging reform movement.

"My friends, there is a war against charter schools in America today," former Education Secretary William J. Bennett declared at a national charter school conference in Milwaukee in June. Bennett is the founder of K12, a firm that uses the Internet for education delivery.

The attacks are coming from many directions, according to Chester E. Finn Jr., president of the Thomas B. Fordham Foundation: from state officials, local school officials, teacher unions, and even "blue ribbon panels convened to solve charter problems."

"[W]hat the faltering growth rate points to is the intensity of the efforts of charter school opponents to rein in this surging reform movement."

"I see an awful lot of folks bent on stopping the charter movement dead in its tracks and I also see them making much headway," wrote Finn in Fordham's *Education Gadfly*, a weekly bulletin of news and analysis.

Most of the opposition comes from teacher unions. In Ohio, for example, the teacher union is using the courts to try to shut down all charter schools. The Minnesota teacher union is pushing to cap the number of charter schools and to allow only local school boards as sponsors. The union in Michigan is lobbying to keep the current cap and wants more restrictions on who can authorize charter schools.

Why are the teacher unions so opposed to charter schools?

Mike Antonucci, head of the Education Intelligence Agency, addressed this question earlier this year in a report titled "Due & Forfeit: The Absorption of Charter Schools." In it, he points out that the teacher unions' admitted purpose is "to maintain a grip on the labor supply" to the education industry, and charter schools threaten this grip. Being unique, small, and independent, charter schools are much more expensive and difficult for the union to organize than a typical suburban school district with a half-dozen or so schools or an urban school district sometimes with hundreds of schools.

Antonucci suggests charter school operators and supporters adopt the following strategies to minimize the negative impact of the unions on their day-to-day work:

- Keep your own counsel: Use pro-charter groups.
- Keep it flexible: Minimize school bureaucracy.
- Keep it small: The bigger the school, the bigger union target it is.
- Keep your employees happy: Satisfied employees don't start union organizing drives.
- Keep doing it your way: Public education reforms have a low success rate.

"Unions should be welcome to hop aboard the train, but not commandeer the engine and sidetrack it," Antonucci advises.

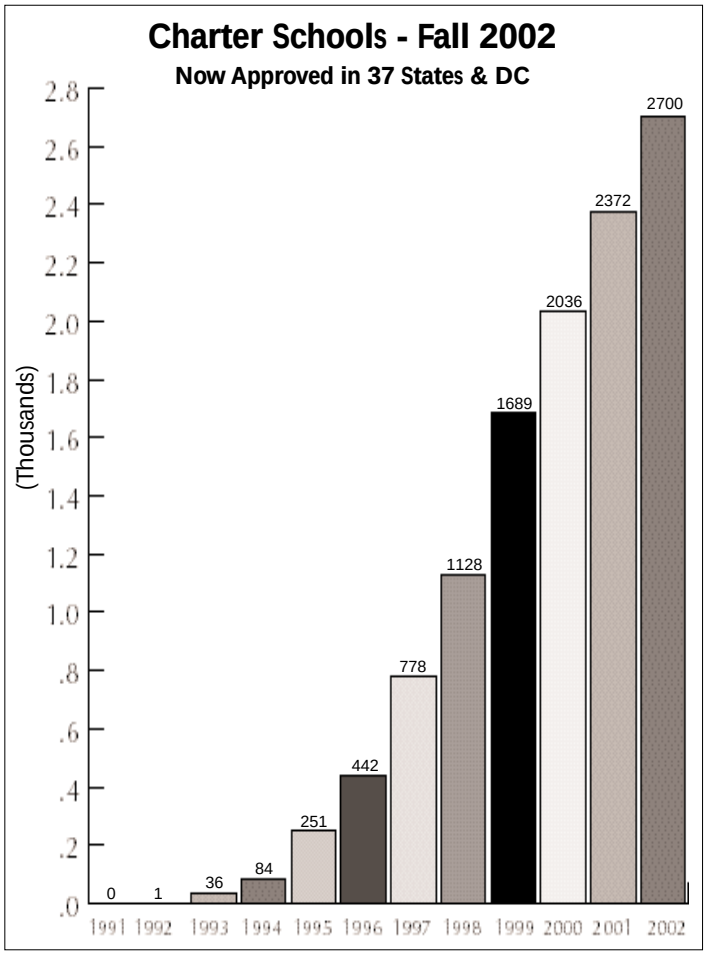
George A. Clowes is managing editor of School Reform News.

For more information…

WWW Michael Antonucci's January 2002 report, "Due & Forfeit: The Absorption of Charter Schools," is available through PolicyBot. Point your Web browser to **http://www.heartland.org,** click on the *PolicyBot* icon, and search for document **#10731.**

Chester E. Finn Jr.'s April 18, 2002, article for The Education Gadfly, "The War on Charter Schools," is available on the Web site of The Thomas B. Fordham Foundation at **www.edexcellence.net/gadfly/v02/gadfly16.html.**

The Fordham Foundation also has published an informative new report by Pushpam Jain on "The Approval Barrier to Suburban Charter Schools," covering Colorado, Connecticut, Illinois, and New Jersey. The September 2002 report is available through *PolicyBot*; search for document **#10732**.



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History a Mystery to American Youth

Shame replaces heroes in revisionist curriculum

BY ROBERT HOLLAND

A Harvard educator who wants to awaken America's young to the inspiring power of heroism in American history has found that schools and the culture instead give students a "sour and suspicious" view of their national heritage.

The radically revisionist mindset that permeates education is ultimately damaging to young people, Peter Gibbon commented at a recent American Enterprise Institute forum moderated by AEI senior fellow Lynne V. Cheney, the nation's Second Lady.

"First, it makes them ashamed of their past and pessimistic about the future," said Gibbon, a Harvard Graduate School of Education researcher who recently authored *A Call to Heroism: Renewing America's Vision of Greatness*.

"Second, it implies that we are superior to our ancestors and encourages attitudes of ingratitude and self-righteousness.

"Third, by repudiating the notion that one person can make a difference, it makes young people dismissive of greatness.

"And, finally, attributing all progress to social and economic forces fosters historic fatalism. Concentrating on the dark side can lead young people to conclude that the world is a hopeless place."

Lincoln Presented as a Racist

Gibbon told of a History Channel series that characterized Benjamin Franklin as a skirt-chaser and John Adams as a person who should have been on Prozac. Gibbon recalled being excoriated during visits to high schools for making positive comments about Abraham Lincoln, whom students condemned as a "racist," and Andrew Jackson, who was considered to have no redeeming qualities because of his campaign to force Native Americans to move west.

In place of such relentless fault-finding, Gibbon advocated a "moderate triumphalism" that would admit mistakes America has made, yet look for heroism in all corners of the American past. Such an approach, he said, "would not automatically denigrate heroes of the past because they were privileged or powerful, because they thought or explored, or because they did not surmount every prejudice of their time."

Mrs. Cheney organized the forum to consider two questions: "Why is U.S. history still a mystery to our children?" and "What should they know about America's past?" It was held in the context of such findings as the following:

- The most recent round of National Assessment of Educational Progress (NAEP) testing found only one in 10 high school seniors proficient at grade level in knowledge of history.
- A 2000 study by the American Council of Trustees and Alumni ("Losing America's Memory") found an appalling level of ignorance of basic American history among graduating seniors at highly selective colleges like Harvard, Williams, Pomona, and Chicago. For instance, 37 percent of randomly selected seniors thought Ulysses S. Grant was an American General at the Battle of Yorktown, while only 34 percent placed George Washington at that decisive Revolutionary War battle.

Shallow and Confused Textbooks

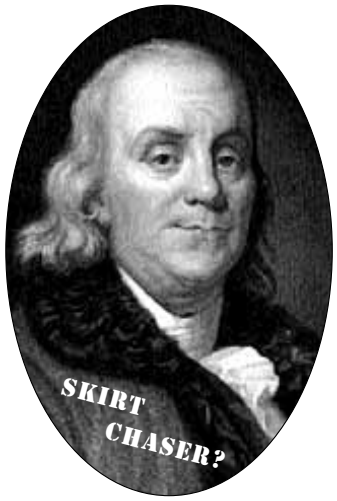
Looking at causes, Wilfred M. McClay, professor of history at the University of Tennessee/Chattanooga and author of *The Student's Guide to U.S. History*, was highly critical of the quality of textbooks. While the movement toward greater emphasis on content in history instruction is positive, he said, there must be equal concern with the form in which the content appears.

"Students can be saddled with required textbooks that contain all the requisite names, dates, concepts, documents, and the like, but there is no reason to believe that they'll remember anything from this experience unless the books in question do what textbooks almost never do, and that is provide a compelling, narrative context within which the factoids can begin to take on life.

"Instruction in history would make a quantum leap forward if we simply banned the typical American textbook with all its false omniscience and phony neutrality, its confused and jumbled narrative line, its shallow and derivative analysis, its endless sidebars and dizzy designs and overly clever graphics, and its anxious bows in the direction of state textbook committees and various forms of political correctness left and right."

"Most supposedly qualified K-12 history teachers do not have a minor, much less a major, in American history. ... Instead, the average U.S. history teacher is certified in social studies, a hodgepodge of a half-dozen subjects."

In lieu of textbooks, McClay proposed students read "real books by real authors with a real point of view, a winning writing style, and a story to tell." That's essential to teaching history as a compelling narrative, he said. However, McClay also argued for teaching students the fundamentals of history, and several members of the audience—among them, textbook authors—argued that a good basic textbook is helpful in that regard.



Poorly Prepared Teachers

Other scholars called for sweeping reform of teacher education.

David Warren Saxe, a professor of teacher education at Penn State and a consultant to a dozen states in writing standards for teaching history, said "it makes no sense for a state government to require strong history standards for children but make no demands on teacher educators to prepare those teachers training to deliver that same content."

Most supposedly qualified K-12 history teachers do not have a minor, much less a major, in American history, Saxe noted. Instead, the average U.S. history teacher is certified in social studies, a hodgepodge of a half-dozen subjects.

"God loves America's teachers," said Saxe, "but the breadth of such mile long and inch deep training is absurd. We cannot expect teachers to deliver on high-quality standards without a strong academic background." He said teacher certification should be removed from interest groups like the National Council for the Social Studies and returned to accountable government authorities. Moreover, would-be teachers of history should have to gain and demonstrate academic competence in the subject.

Disengaged Students

Jesus Garcia, professor of education at the University of Kentucky and vice president of the National Council for the Social Studies, identified "student disengagement with schools" as a major problem, citing as an example a report that 20 percent of New York City students had failed to attend school during a recent two-week period.

Garcia said the teachers he knows "are people who love history and social science, and they continue to read. But I think one place where we [teacher educators] need to work much harder is on pedagogy, offering [teaching] students a variety of skills that will help them engage students."

Gibbon noted the quality of teaching is "uneven." In addition, "total student loads are high, planning periods rare, mentoring haphazard, pay low, second jobs common. The most precise standards, the most sophisticated curriculum, the most rigorous test cannot make up for poorly prepared, demoralized teachers."

Robert Holland is a senior fellow at the Lexington Institute, a public policy think tank in Arlington, Virginia. His email address is rholl1176@yahoo.com.

For more information…

WWW An unedited transcript of the Cheney forum is available through *PolicyBot*. Point your Web browser to **http://www.heartland.org**, click on the *PolicyBot* icon, and search for document **#10737**.

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Hillsdale College Announces the Seventh Recipient of the $25,000

Henry Salvatori Prize For "Excellence in Teaching"

Each fall, Hillsdale College seeks nominations for the Henry Salvatori Prize for "Excellence in Teaching." This prize honors teachers in grades K-12 who are committed to rigorous standards and to a traditional, time-tested approach to education. Endowed by the late businessman and philanthropist Henry Salvatori, this competition is open to teachers in non-profit private and public schools who have employed the *Hillsdale Academy Reference Guide*. Winners receive a $25,000 cash award payable to their school.

Mr. Micah Porter, of D' Evelyn Junior/Senior High School in Denver, Colorado, is hereby named the recipient of the 2002 Henry Salvatori Prize for "Excellence in Teaching."

The *Hillsdale Academy Reference Guide* is an invaluable resource for teachers, administrators and parents who seek to educate their children in a well-balanced core of essential subjects. Based on the daily operation of Hillsdale Academy, the K-12 model school of Hillsdale College, the *Guide* contains information on curricula, supplementary reading, school culture, and parent and faculty handbooks. It is already in use at over 400 schools in all 50 states nationwide, as well as by countless home-schooling parents.

To learn more about the Henry Salvatori Prize for "Excellence in Teaching" or the *Hillsdale Academy Reference Guide*, call 1-800-989-7323 or log on to www.hillsdale.edu/academy.

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Mr. Micah Porter
D'Evelyn Junior/Senior High School, Denver, Colorado
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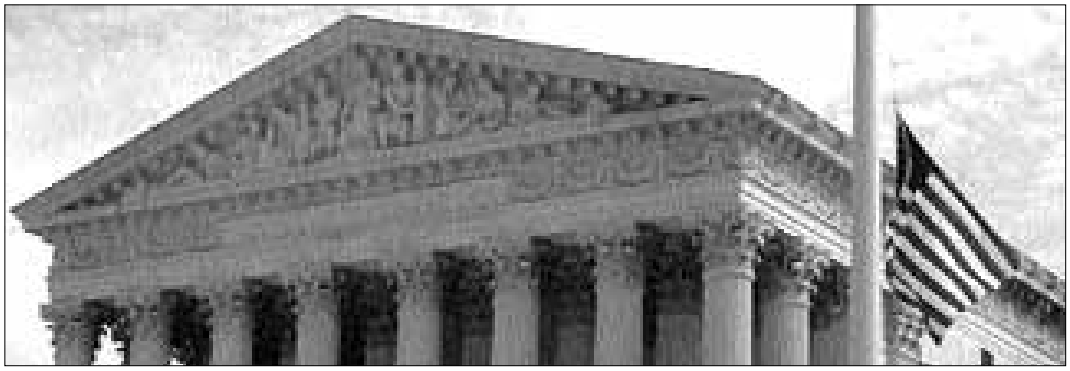

IJ continued from page 1

cessfully defended school choice programs across the nation, including the voucher programs in Cleveland and Milwaukee and tax credit programs in Arizona and Illinois. It is currently defending Florida's Opportunity Scholarship program in court.

Some 37 states have provisions in their constitutions that forbid public support of sectarian institutions. These provisions—called "Blaine Amendments"—date to the late nineteenth century, when religious bigots actively campaigned to prevent public funds from flowing to support Catholic schools in the same way public funds flowed to support the Protestant-instilled public schools. At that time, Catholic schools were viewed by the majority as "sectarian" while the Protestant public schools were not.

Since vouchers and tax credits are aid to students and not to schools, Blaine Amendments do not pose a problem in states where they have been interpreted narrowly as simply barring aid to religious schools. However, other states, including Washington, interpret their provisions broadly and exclude not only religious schools but also their students from public benefits otherwise made available to state citizens. The Institute points out these broad interpretations could block the implementation of school choice programs that have religious options unless the interpretations are challenged and ruled to be inconsistent with the U.S. Constitution.

Discrimination Challenged in Washington

The Institute for Justice filed a lawsuit on September 24 in Thurston County Superior Court challenging a Washington state policy that requires state programs to discriminate against religious schools and students. In particular, the policy bars students in public universities—like plaintiffs Donnell Penhallurick and Carolyn Harrison—from satisfying their student teaching requirements at a religious school. The suit was filed in Superior Court to give the state courts an opportunity to reconcile the conflict in interpretation between the state and U.S. constitutions.

Penhallurick, a devout Seventh Day Adventist, wants to complete his teacher certification at Eastern Washington University by student teaching at a Seventh Day Adventist school, but he is barred from doing so and must complete the requirements at a public school. Similarly, Harrison, a teacher at a Jesuit school in Tacoma, wants to complete her administrative credential from the University of Washington the same way most teachers do, by performing a required internship at the school where they already work. But the state doesn't permit that option if the school is religious, and so she must leave her job every other day to intern at a public school.

"The student-teacher rules are absurd, discriminatory, and unconstitutional," declared Bolick. "The U.S. Constitution does not permit discrimination either in favor of or against religion."

In fact, on First Amendment grounds, the U.S. Supreme Court ruled 9-0 in 1989 that a blind college student in Washington State could use his student aid to study for the ministry at a religious school. But when that case was remanded to the state court system, the Washington Supreme Court ruled the state constitution bars using public funds in this way. This latter ruling has been used to forbid students in Washington's public universities from doing their student teaching in religious schools.

Religious Options Barred in Maine

Earlier in September, the Institute had filed its first state challenge by asking a Maine court to overturn a 1981 law that bars religious schools from participating in the state's nearly 100-year-old school choice "tuitioning" program. Rather than support their own high schools, the school districts in many of Maine's small towns pay for students to attend the school of their choice: public or private, in-state or out-of-state, and—until 20 years ago—religious or secular.

"Maine offers school choice to everyone except those who choose religious schools," said Richard Komer, senior attorney with the Institute for Justice and lead counsel for the litigation. "Under the Constitution, that's religious discrimination, and we intend to restore our clients' religious liberty."

The Institute represents six families from three small towns in the Maine-Durham, Minot, and Raymond school districts. Among them are Kevin and Julia Anderson of Durham, who were dissatisfied with public schools for their son David and wanted a school that reflected the values of the family's Seventh Day Adventist religion. Pine Tree Academy in Freeport, Maine met their criteria, but they must pay the tuition at their own expense since the religious school is excluded from the state's tuitioning program.

"We feel discriminated against by our town and our state," said Kevin and Julia. "If everyone else has the freedom to choose a school, why is this right denied us just on the basis of religion? Our school is a good school, accredited by the State of Maine, yet the State says we aren't allowed to select it through the tuitioning program."

"Maine offers school choice to everyone except those who choose religious schools. Under the Constitution, that's religious discrimination, and we intend to restore our clients' religious liberty."

RICHARD KOMER, SENIOR ATTORNEY
INSTITUTE FOR JUSTICE

The Institute brought a similar suit, *Bagley v. Town of Raymond*, in 1997. (See "Maine Families Challenge Exclusion of Religious Schools," *School Reform News*, October 1997.) In this earlier case, the Maine Supreme Court upheld the law, which excluded religious options from the choice program. (See "Maine: Excluding Religious Schools from Choice," *School Reform News*, February 2000.) However, the Court admitted the State's only justification for the exclusion was the Establishment Clause of the U.S. Constitution. This is the focus of the new lawsuit.

"The U.S. Supreme Court has said that we were right the first time, and we're unquestionably right now: The Constitution in no way justifies discriminating against parents who freely choose religious schools for their children," said Komer. "The State of Maine, which persists in denying our clients' educational choices, clearly has no legal leg to stand on."

George A. Clowes is managing editor of School Reform News.

For more information…

WWW Updates on Institute for Justice court action on school choice cases in Arizona, Florida, Maine, and Washington are available at the Institute's Web site at **http://www.ij.com**.

In addition, the Institute's Richard Komer has prepared a paper detailing "Answers to Frequently Asked Questions About State Constitutions' Religion Clauses." This paper is available at **www.ij.org/cases/school/blaine.shtml**.

IMAGES

by Dr. Jawanza Kunjufu
176 pages - index and references
ISBN # 0913543810

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SNAPSHOT

Adrian Brigham, executive director of Citizens for Educational Freedom, presents a Lifetime Achievement Award to Mae and Martin Duggan at the CEF conference in St. Louis on September 28, 2002. Photo/George A. Clowes

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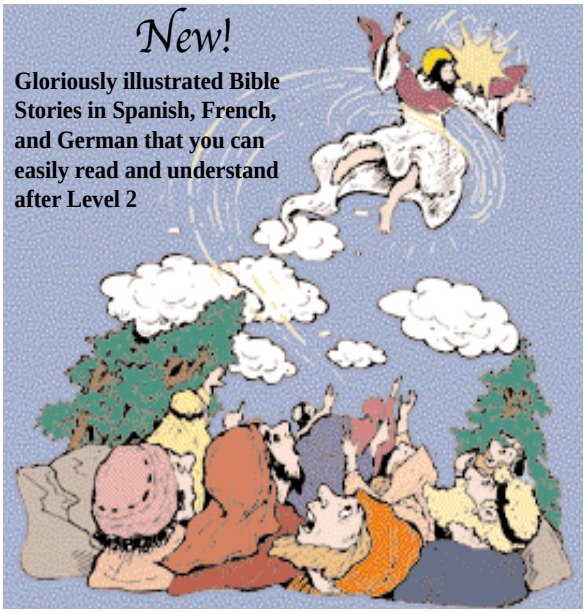

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The Friedman Report

About the Milton and Rose D. Friedman Foundation

The Milton and Rose D. Friedman Foundation is a nonprofit, 501(c)(3) organization established in 1996 by Milton and Rose Friedman. The origins of the foundation lie in the Friedmans' long-standing concern about the serious deficiencies in America's elementary and secondary public schools. The best way to improve the quality of education, they believe, is to enable all parents to have a truly free choice of the schools that their children attend. The Friedman Foundation works to build upon this vision, clarify its meaning to the general public, and amplify the national call for true education reform through school choice. Contact us at *www.friedmanfoundation.org* for more information.

The Milton & Rose D. Friedman Foundation
One American Square #1760
Indianapolis, IN 46282

C.A.R.E. of Dallas Shows Parents a "New World"

BY LAURA J. SWARTLEY

Choices and Actions Regarding Education—C.A.R.E.—is a Dallas, Texas-based advocacy group that focuses on Hispanic parents.

C.A.R.E. was founded in September 2001—yes, the same month as the terrorist attacks in New York and Washington, D.C. Founders Marcela Garcini and Norma Echavarria were concerned that most Hispanic parents did not have the benefit of choices in education, and therefore could not easily take the actions necessary to improve their children's performance in school.

Meeting with many groups of parents for C.A.R.E. in the weeks following September 11 reinforced Garcini's reasons for establishing an advocacy organization, particularly in her Oak Cliff neighborhood, where public schools are some of the most dangerous places to be. "After 9/11, everyone wanted to feel safe," she said.

"Our schools in Dallas are rough; we don't feel our children are safe in them," she explained. "Many people in safe areas cannot begin to understand to what degree we do not feel safe in the schools we are given."

Garcini's 5-year-old son, Carlos, is enrolled at St. Cecilia Catholic School in Dallas, paid for in full by Garcini and her husband, Carlos Pozo. "We struggle," she said. "We live in the neighborhood we do so he can go to St. Cecilia, at nearly $400 a month."

Little Carlos initially attended public school, but his hyperactivity and other problems led school officials to insist he be medicated. Garcini and Pozo resisted and turned to St. Cecilia's. The private school provides a nurturing, challenging, "family" atmosphere where Carlos can get the attention he needs without being medicated. In fact, his behavioral problems have improved through intensive counseling.

When asked why she is so dedicated to school choice when her own child is obviously not being left behind, Garcini provides a simple answer: "Because we see so many children failing in our neighborhood."

The Oak Cliff neighborhood is 85 percent Hispanic, and Garcini and Echavarria realized that a lack of information was the largest hurdle to parents seeking better educational options for their children. Ambitiously, they set out to hold monthly informational and training C.A.R.E. workshops.

The workshops inform parents as to their current choices and motivate them to speak out for more, explained Garcini. They are usually held at area private schools and attract an average attendance of 20 to 25 new parents per workshop. However, Garcini expects more like 60 to 65 parents at her next workshop, since she is doing it in coordination with Children First America.

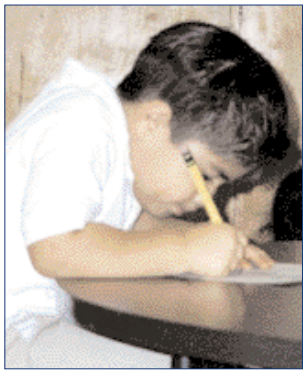
"Every Texas parent must know about school choice," said Garcini. "It's a new world to those who come to know about it."

Looking for a private school?

An easy way to find private schools in your area is to use the U.S. Department of Education's Private School Locator, which permits searches in a specific geographic area—state, city, or zip code—by program focus and/or religious affiliation. The initial search provides an alphabetized list of schools with address, phone number, number of students, and grades served. Clicking on a specific school provides additional information on student demographics and enrollment by grade.

For example, if you were looking for Montessori and Christian schools in Dallas, Texas, you would quickly discover there are nine Montessori schools, 17 Christian schools, and just one Christian Montessori school: Lakemont Academy on West Northwest Highway, with four teachers and 39 mainly white and Hispanic students in grades K-6.

To use The Private School Locator, go to `http://nces.ed.gov/surveys/pss/privateschoolsearch/`.



Billions for School Choice

Nationwide, some $2.2 billion is spent by public schools on tuition to out-of-state and private schools, according to data newly available from the National Center for Education Statistics at the U.S. Department of Education. Individual state spending for such purposes is often substantial, with New Jersey and California each spending close to $400 million a year, and Massachusetts spending more than $200 million a year.

According to *School Reform News* calculations (see table), the $2.2 billion national expenditure represents 1.1 percent of instructional expenditures. State-by-state percentages vary from zero for many states to highs of 7.5, 7.3, 5.6, 5.1, and 5.0 percent in New Hampshire, Vermont, Connecticut, New Jersey, and Maine respectively. Of these top five, only Vermont and Maine have voucher programs. Other states with voucher programs in 1999-2000—Ohio and Wisconsin—spend on out-of-state and private schools close to the national average of 1.1 percent.

States Spend Billions on Private and Out-of-State Schools School Year 1999-2000

State	Tuition to Out-of-State and Private Schools ($000)	As a % of Total State Instructional Expenses
United States	$2,231,271	1.1%
Alabama	$1,547	0.1%
Alaska	$63	0.0%
Arizona	$111,814	4.3%
Arkansas	$2,300	0.2%
California	$398,294	1.7%
Colorado	$37,710	1.5%
Connecticut	$193,305	5.6%
Delaware	$12,838	2.2%
Florida	$43	0.0%
Georgia	$2,077	0.0%
Hawaii	$0	0.0%
Idaho	$653	0.1%
Illinois	$142,295	1.6%
Indiana	$57	0.0%
Iowa	$15,136	0.8%
Kansas	$1,236	0.1%
Kentucky	$0	0.0%
Louisiana	$109	0.0%
Maine	$53,247	5.0%
Maryland	$158,121	3.9%
Massachusetts	$206,913	3.6%
Michigan	$93	0.0%
Minnesota	$3,121	0.1%
Mississippi	$2,754	0.2%
Missouri	$0	0.0%
Montana	$792	0.1%
Nebraska	$17,563	1.5%
Nevada	$387	0.0%
New Hampshire	$69,862	7.5%
New Jersey	$400,369	5.1%
New Mexico	$0	0.0%
New York	$0	0.0%
North Carolina	$0	0.0%
North Dakota	$1,159	0.3%
Ohio	$76,589	1.0%
Oklahoma	$0	0.0%
Oregon	$21,602	0.9%
Pennsylvania	$118,537	1.3%
Rhode Island	$34,922	3.8%
South Carolina	$531	0.0%
South Dakota	$5,315	1.2%
Tennessee	$0	0.0%
Texas	$30,728	0.2%
Utah	$218	0.0%
Vermont	$40,911	7.3%
Virginia	$1,164	0.0%
Washington	$6,807	0.2%
West Virginia	$171	0.0%
Wisconsin	$59,424	1.4%
Wyoming	$496	0.1%
D.C.	$0	0.0%

SOURCE: Table 6 in *Statistics in Brief: Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000*, April 2002 (Publication # NCES 2002367), U.S. Department of Education, National Center for Education Statistics. **http://nces.ed.gov/pubs2002/2002367.pdf**

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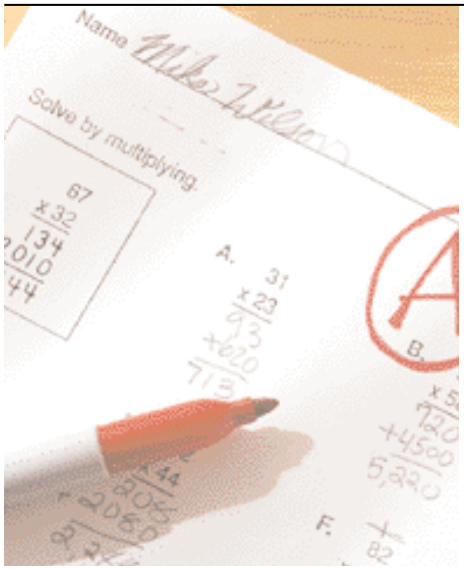

School Choice Roundup

BY GEORGE A. CLOWES

ILLINOIS

Churches Organize Forums on Vouchers

The Illinois Conference of Churches has organized a series of public forums throughout the state to discuss the possibility of a publicly funded school choice program in the Land of Lincoln. The need to offer faith-based education to poor families cannot be ignored, said Nicholas Wolsonovich, superintendent of Catholic Schools in the Chicago Archdiocese.

"Our schools are becoming more and more schools for the wealthy as tuitions go up," he warned. "There are a lot of parents who would absolutely love to have their kids in our schools, but they can't, because of money."

Money came up as an issue at the first forum on September 19 in suburban Westchester, when a United Church of Christ official argued vouchers would take money away from underfunded public schools. But Zach Wichmann, the Catholic Conference's education lobbyist in Springfield, suggested the real issue is how the public schools are spending the money they already have.

The Catholic New World
September 1-14, 2002
September 29-October 12, 2002

Illinois Teacher Paid $176,824

The National Education Association reports the average annual teacher salary in Illinois as $47,847 for the school year 2000-01. But many teachers make more than twice the average, and some make more than three times, according to salary data posted on the Web site of the Family Taxpayers Network, an Illinois PAC.

For example, the top-paid teacher in Illinois two years ago made $176,824, with the two runners-up making $165,987 and $160,893. The 100 best-paid teachers all made more than $123,852 a year.

The two best-paid teachers in Illinois work for Leyden Community High School District 212, which has another 12 of its teachers in the top 100. But the best-represented district in the top 100 is Palatine High School District 211, with fully one-third (34) of the top-100 teachers, with salaries ranging from $123,852 to $149,407.

No teacher from the Chicago Public Schools (CPS) appears in the top 100 listing since the top-paid teacher in Chicago had a salary of $101,679 in 2000-01. However, hundreds of administrators in CPS made more than $100,000 a year.

Family Taxpayers Network
www.thechampion.org

INDIANA

Public and Private Schools Compete for Tuition

Looking for an alternative to the local high school for their daughter Kate, the Goetzinger family in Indiana's Washington Township found the private schools in which they were interested were "just out of reach." Annual tuition at Park Tudor High School is almost $13,000, and at Brebeuf Jesuit school $8,300. The Goetzingers ultimately enrolled Kate at North Central High School, where tuition is just $3,800 a year. North Central is a public school.

This year, Washington Township will receive a total of $402,800 from 106 out-of-district students who pay tuition. Under Indiana law, individual districts make their own choices on admissions and set their own tuition rates, which range from a few hundred dollars to the more than $6,000 charged by the Indianapolis Public Schools. The families of only three students have chosen an IPS school over their home district school.

Indianapolis Star
October 21, 2002

MICHIGAN

Charter School Firm Continues Rapid Growth

National Heritage Academies, Inc. (NHA), a leading national charter school management company, was named one of the nation's entrepreneurial growth leaders by *Inc.* magazine in October. This is the second consecutive year the Grand Rapids, Michigan-based firm has appeared on the annual *Inc.* 500 list of the nation's fastest-growing private companies. NHA is the only education provider on the list, where it appears at number 159.

The company operates 32 public charter schools with a total enrollment of more than 17,000 students in Michigan, New York, North Carolina, and Ohio. Enrollment in NHA schools surged by 27 percent over the past year. Over the past five years, company revenues have grown a spectacular 1,736 percent, from $5.5 million in 1997 to $101 million in the fiscal year ending June 30, 2002. Company staffing has grown from 11 people in 1997 to more than 1,700 in 2002.

National Heritage Academies
Company News Release
October 15, 2002

NEW YORK

Bishops Push for Vouchers

In a pastoral statement endorsed by every prelate in the state, New York's bishops in early September called on state lawmakers to approve school voucher or tax credit programs to help individual parents choose the most appropriate school for their child's education.

The freedom to choose such a school is "a basic right of all parents regardless of income," declared the bishops in an eight-page statement, "Every Parent, Every Child," which also assailed the teacher unions for resisting reform efforts and forcing children to stay in failing public schools.

According to spokesman Dennis Poust, the pastoral statement is "a signal that we are really launching an all-out effort to mobilize New Yorkers on this issue." The bishops' plans include mobilizing the grassroots and reaching out to leaders in business and other faiths.

"And we need to get the minority community to begin to pressure the Legislature's Black and Hispanic Caucus because it's in those communities where the schools are the worst and where we most need school choice," Poust told *Newsday.*

Newsday—September 4, 2002
New York Post—September 2, 2002

OHIO

Applications for Cleveland Vouchers Surge

Although Ohio officials had increased the number of slots in the Cleveland voucher program by 1,000 for the 2002-03 school year, raising the total to 5,523, this was still nearly 1,130 short of the number needed to satisfy the surge in applications after the U.S. Supreme Court ruled the program constitutional on June 27.

The state does not wait until after the July 31 application deadline to begin issuing vouchers, but starts in February. By late June this year, it had handed out more than 86 percent of the total new awards. In the month before the deadline last year, the Ohio Department of Education received just 163 applications; this year, after the Supreme Court ruling, they received 648, according to voucher program director Saundra Berry.

"I just think there were a whole bunch who basically heard about the program though the ruling," Berry told *Education Week,* discounting the idea that the new applicants were parents who had been waiting for the ruling. She suggested they were parents who had not realized they were eligible for vouchers until the publicity about the ruling had increased awareness of the program.

Education Week
September 5, 2002

VERMONT

IBM Cites School Choice in Economic Development

Vermont's high utility costs and its high property and corporate tax rates are among the factors that could prompt Ethan Allen, Inc. to close its two local furniture factories, according to recent comments from company CEO M. Farooq Kathwari. But education is IBM's top concern, according to company executives at a recent session with legislative candidates. The company sees education as critical to maintaining the quality of the skilled workforce needed in the intensely competitive computer industry.

IBM supports a variety of education reforms, including public school choice so that parents can send their child to the school that best meets their education needs. The company also called for improved math and science education, upgrading professional training for teachers, and holding schools more accountable for student performance.

"Vermont should not automatically kowtow to IBM," commented the editors of the *Burlington Free Press,* "but in light of its deep financial commitment and pervasive presence in many facets of life in the state, if IBM isn't happy, Vermont's business climate could face dark and stormy days ahead."

Burlington Free Press
October 14, 2002

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COLORADO continued from page 1

rate—which she called a "pushout" rate—of more than 50 percent. CHOICE seeks to give parents more choice in their children's education, and Gonzales is teaching parents that they can, in fact, hold elected officials accountable and demand more from principals and teachers.

"We have to get people saying, 'This [meager academic improvement] is not acceptable!'" said Gonzales. "We need to put 'for the People, by the People' back into government."

"When the grassroots speak, smart legislators listen."

Smart Legislators Listen

When the grassroots speak, smart legislators listen. And since symposium organizer Pam Benigno, education policy director with the Independence Institute, had made sure both groups were present, Colorado legislators who have been school choice leaders told how they were planning to expand their efforts in the next session.

- Rep. Nancy Spence (R-Centennial), whose scholarship tax credit bill got as far as the Senate Education Committee in the recent legislative session, said she would likely propose a bill with vouchers targeting low-income children and children in failing schools.
- Rep. Keith King (R-Colorado Springs) said he would propose a tax credit program with a similar focus on low-income children and children in low-performing schools.
- Rep. Shawn Mitchell (R-Broomfield) reported his plans for introducing a universal choice bill next year, which could involve either school vouchers or a universal tax credit.
- Sen. Bruce Cairns (R-Aurora) planned to renew his proposal for allowing taxpayers to take a credit against their school district property taxes for donations to organizations that award scholarships for children to attend independent or parochial schools, with benefits for renters also.
- Sen. Bob Hagedorn (D-Aurora) carried a voucher bill in 1996 but it died in the GOP-controlled legislature. Although Hagedorn no longer supports vouchers, he plans to offer a tax credit measure targeted to give priority to children from low-income families.

"What you have here in Colorado is grassroots leaders and a panel of legislators duking it out about who has the best [school choice] program," observed panelist Kevin D. Teasley, president of the Greater Education Opportunities Foundation, which has offices in Indianapolis and Denver. "The nation is looking at Colorado for the next [school choice] victory."

"The debate over 'Should we have school choice?' is over," declared Jon Caldara, president of the Independence Institute, which hosted the symposium. "The debate now is 'What type of school choice will it be?'"

Revolution Underway

Institute for Justice Vice President Clint Bolick agreed. "A revolution is taking place, and it's overdue," he said. For the past 12 years, Bolick has led the successful nationwide effort to defend school choice programs against legal challenges, with victories in the Supreme Courts of Arizona, Ohio, and Wisconsin paving the way for the most recent victory in the U.S. Supreme Court.

From left: Rep. Nancy Spence, Rep. Keith King, Sen. Bruce Cairns, Sen. Bob Hagedorn, Rep. Shawn Mitchell, and Jon Caldara share a laugh at the Independence Institute's September 10 "What's Next?" conference. Photo/George A. Clowes

For Willie H. Breazell, the school choice revolution can't come soon enough. Breazell, a national board member of the Black Alliance for Educational Options, was ousted as head of the Colorado Springs NAACP chapter when he announced his support for school choice. Black children, he said, are being "lynched" by the poor education they receive in the public schools. According to Breazell, school choice efforts need to be focused on vouchers—vouchers that are large enough to empower parents, not underfunded ones like those in Cleveland.

Breazell got no argument on that point from *School Reform News* Managing Editor George A. Clowes, who briefly took off his reporter's hat to argue the pro-voucher side in a debate on the relative merits of tax credits vs. vouchers. Matthew J. Brouillette, president of The Commonwealth Foundation, took the pro-tax credit side.

Clowes argued vouchers are the most effective means of injecting competition into underperforming public schools and prompting them to improve. Still, he suggested, parents should have a whole menu of school choice options to pick from, not just one.

Brouillette agreed with this last point, but argued tax credits had the edge over vouchers in restoring the proper roles of government and families in our lives. Tax credits not only would reduce the government's role in the education of our children but also would reduce the amount of money going to the government, he said. By fostering the creation of local organizations, tax credits would better encourage the creation of civil society, argued Brouillette.

"Public education is the education of the public by diverse means," he said. The problem now is that "the goal of an educated public has given way to a monopoly system of government schools."

Bolick described how this monopoly issue had come up in oral arguments before the U.S. Supreme Court in the *Zelman* case. At one point, the teacher union's counsel, Robert Chanin, was arguing the Cleveland schools needed more money. Justice Antonin Scalia quickly cut him off with the comment: "It isn't a money problem. ... It's a monopoly problem."

The Court's June 27 decision in *Zelman* "removed the federal constitutional impediment to school choice," explained Bolick. However, the teacher unions now are arguing that restrictive provisions in state constitutions override the First Amendment of the federal constitution. In 37 states, these restrictions consist of so-called "Blaine Amendments," which bar tax dollars being paid to support religious institutions. Some states also have a "compelled support" clause, which generally states: "There shall be no compelled support of religion."

But Bolick pointed out that aid represented by a voucher goes to the parent and the child, not to the institution, and therefore neither of the two constitutional objections would apply.

"This is not aid to schools," he explained, "this is aid to children."

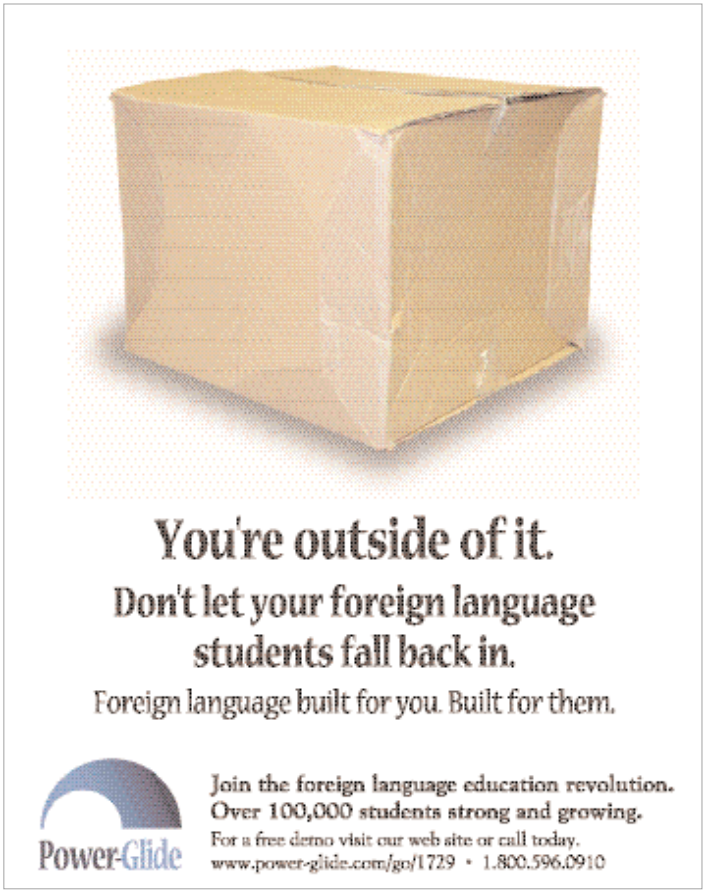
George A. Clowes is managing editor of School Reform News.

For more information...

WWW The Institute for Justice has prepared a paper detailing "Answers to Frequently Asked Questions About State Constitutions' Religion Clauses," by Richard Komer. This paper, together with additional information, is available at **http://www.ij.org/cases/school/blaine.shtml**.

The Independence Institute's Parent Information Center has prepared an informative summary of education voucher, tax credit, and tax deduction laws in effect across the nation. This summary is available at **http://www.parentinfocenter.org/nationalschoolchoicesummary.htm**

The Parent Information Center also has posted links to the text of school choice statutes across the nation at **http://www.parentinfocenter.org/legislation.asp.**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EXCEL continued from page 1

Institute Civic Report that explores what teaching methods are most often used by America's fourth- and eighth-grade teachers.

The findings of both studies have important implications for education reform, since how teachers teach matters. The PRI study shows that schools using research-proven teaching methods and curricula succeed even when confronted with the challenges of poverty and deprivation.

"If all public schools, their districts, and the state adopted these strategies, the quality of education for California's children would rise quickly and dramatically," concludes Lance T. Izumi, author of the PRI report. Since principals have detailed what works in these successful schools, the next step, Izumi argues, "should be to replicate their reforms in all of the state's underachieving schools."

According to the Manhattan Institute report, the teaching methods found to be successful in high-poverty schools are generally the least favored among teachers in a typical elementary school. Only two teachers in five believe the adults in the classroom should decide what students will learn. Most teachers embrace "student-directed" learning, where the children's interests matter more than subject mastery.

Chester E. Finn Jr., president of the Thomas B. Fordham Foundation, finds these survey results particularly troubling because student-centered methods conflict with current reforms. He predicts "an education train wreck" when taxpayers and parents realize that what they demand through standards-based accountability systems is not happening behind classroom doors.

"[I]t's nearly impossible to imagine standards-based reform succeeding in classrooms where students direct the key decisions about what will be learned," Finn writes in the foreword to the Manhattan Institute study.

For more information…

WWW The September 2002 Pacific Research Institute report, "They Have Overcome: High-poverty, High-performing Schools in California," authored by Lance T. Izumi in collaboration with K. Gwynne Coburn and Matt Cox, is available through *PolicyBot*. Point your Web browser to **www.heartland.org**, click on the *PolicyBot* icon, and search for document **#10733**.

The September 2002 Manhattan Institute Civic Report by Christopher Barnes, "What Do Teachers Teach? A Survey of America's Fourth and Eighth Grade Teachers," is also available through *PolicyBot*. Search for document **#10730**.

Seigfried E. Engelmann describes the Direct Instruction approach in a June 2001 interview with *School Reform News*, "If the Children Aren't Learning," located at **www.heartland.org/Article.cfm?artId=984.**

High-Poverty, High-Performing Schools

The Pacific Research Institute report, "They Have Overcome," examines the success of eight California elementary schools serving poor and predominantly minority students, where more than 80 percent of students are served by the federal free and reduced-price lunch program. Each of the eight schools received a ranking of at least 7 out of 10 on the state's Academic Performance Index, a ranking based on Stanford 9 and California Standards Test scores. Few schools with the poverty levels reported by these schools match their student achievement levels.

Based on interviews with principals, the study focuses on how each school has built a track record of success serving students most schools leave behind. The principals attribute the success of their schools to specific policies, including the use of research-based curricula and teaching methods, integration of state academic standards in the classroom, frequent assessment, professional development that focuses on subject matter, and strong discipline.

Most of the schools use direct instruction to teach reading, math, and other subjects. Direction instruction requires highly scripted, fast-paced instruction that breaks down each task into small, sequential steps. Students practice each step and are assessed for mastery. Direct instruction is effective in teaching basic skills and developing higher-order thinking skills.

"Direct Instruction teachers, operating from detailed scripts, tell kids what they need to know, rather than letting them discover it for themselves, as ed schools advise," explains American Enterprise Institute fellow Lynne Cheney. "Direct Instruction teachers drill students on lessons (a method education professors sneeringly call 'drill and kill'). They reward right answers and immediately correct wrong ones, flying in the face of the ed-school dogma downplaying the importance of accuracy."

The success of direct instruction has been well known for decades, and recent studies continue to support the method. As the PRI report points out, direct instruction was one of the only methodologies found to improve student achievement in a 1999 American Institutes for Research study comparing 24 different teaching methods. According to the AIR study, direct instruction also lays a foundation for success in high school and college.

A 1996 analysis of 34 separate studies comparing direct instruction to other teaching methodologies had similar findings, showing direct instruction effective in improving student achievement. In most comparisons, direct instruction students outperformed those taught by student-centered methods.

But, as Cheney's comment indicates, many education schools reject direct instruction in favor of student-directed approaches, discovery learning, and other methods where the teacher functions more as a facilitator than a teacher. The facilitator's role is to urge children to construct or discover knowledge on their own or in small groups, rather than to explicitly teach specific skills and knowledge.

What Do Teachers Teach?

The Manhattan Institute report, "What Do Teachers Teach?" presents the results of a survey of the classroom methods and teaching philosophies of more than 1,200 American fourth- and eighth-grade teachers. The report was written by Christopher Barnes of the Center for Survey Research and Analysis at the University of Connecticut.

The study results suggest education school professors instilled their preference for child-centered methods in their students, who now are the nation's teachers. More than half of the teachers surveyed described their philosophy as student-directed rather than teacher-directed. Twice as many teachers preferred cooperative learning in small groups as preferred whole-group instruction.

"In successful high-poverty and high-minority schools in California, the predominant teaching method is direct instruction, where student learning is directed by and centered on the teacher."

Fewer than 15 percent of the teachers surveyed believed it was most important to teach students "specific information and skills." More than 70 percent said what is most important for students is "learning how to learn," a philosophy that generally emphasizes "critical thinking skills" and downplays the teaching of facts.

Expectations

Teachers in the two surveys differ markedly with regard to their expectations of student mastery and effort. In the eight high-performing, high-poverty schools in the PRI report, high expectations are the norm. For example, Principal Debbie Tate of Payne Elementary School believes all students can meet standards.

"They may be rigorous standards but then there's a way of breaking them down so they can be understood, especially by the English language learner," she notes.

Dr. Norma Baker, principal of Hudnall Elementary School, is committed to having all students meet benchmarks even if they need extra help to do so. "It's all about expectations," she says.

"If you set high expectations for children and communicate that to them, then they in turn will work hard to meet those expectations," Baker explains. "You have to come with that kind of mindset."

The general mindset among teachers in the Manhattan Institute survey is somewhat different:

- Only one-quarter of surveyed teachers place the greatest emphasis on accuracy of students' answers.
- Only a minority of teachers regularly assigns vocabulary words and written exercises.
- Fewer than half of fourth-grade teachers expect students to always spell correctly.
- Nearly 60 percent of fourth-grade teachers do not base final grades on a "single, class-wide standard," but instead base grades on individual abilities.
- Seventy percent of eighth-grade teachers permit the use of calculators.

"Teachers do not seem to have terribly high expectations for their pupils when it comes to how much and how well they will end up learning," noted Fordham Foundation President Finn.

Krista Kafer is senior policy analyst for education at The Heritage Foundation. Her email address is krista.kafer@heritage.org.

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How School Districts Size Up

100 largest districts educate 1 in 4 students

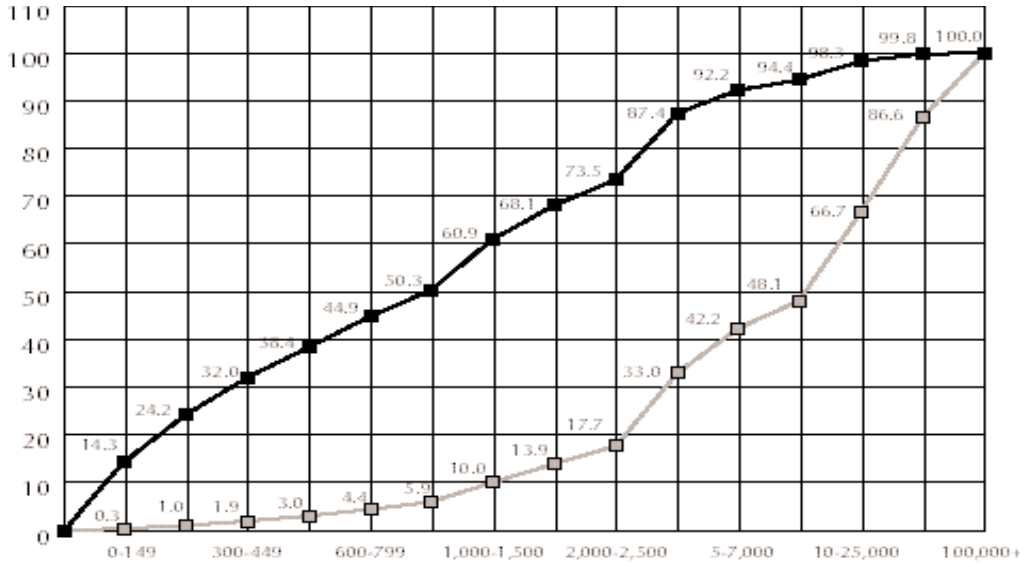
In the 2000-01 school year, 48.1 million K-12 students attended 95,366 schools in 16,992 public school districts in the United States and jurisdictions, according to an August 2002 report from the National Center for Education Statistics (NCES), an average of 2,829 students per district. About one in four school districts could be regarded as 'average' using this criterion, since districts with student populations in the 1,500-4,999 range account for 26.5 percent of districts and 23.0 percent of students. But the remaining districts differ sharply from the average.

For more information…

WWW The August 2002 report by Beth Aronstamm Young for the National Center for Education Statistics, *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000-01*, NCES publication #2002-351, is available at **http://nces.ed.gov/pubs2002/2002351.pdf** and **http://nces.ed.gov/pubs2002/100_largest**.

Districts with fewer than 1,500 students account for almost two-thirds (60.9 percent) of the school districts in the U.S. and jurisdictions, but these districts serve only 10.0 percent of all students. Almost a quarter of the nation's school districts (24.2 percent) are devoted to educating just 1.0 percent of all students, with fewer than 300 students in each district.

K-12 School Districts & Students: 2000-2001



Source: National Center for Education Statistics, *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000-01*.

By contrast, districts with 5,000 or more students account for only 12.6 percent of all school districts, but they serve two out of three public school students (67.0 percent). One in three students (33.3 percent) are educated in just 1.7 percent of the nation's school districts, with more than 10,000 students per district.

These observations are derived from the data published for the 2000-01 school year in NCES's twelfth annual report on *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000-01*, issued in August 2002.

Highlights of the report include the following:

- Almost one in every four public school students (23 percent) in the nation is served by one of the 100 largest districts, which represent only 0.6 percent of all school districts;
- The 500 largest districts make up only 2.9 percent of all school districts but serve 42.9 percent of all students in 31.7 percent of all schools;
- Each of the 100 largest school districts has at least 45,000 students, and 25 have more than 100,000;
- The two largest school districts are the New York City Public Schools, with 1,066,516 students enrolled in 1,213 schools, and Los Angeles Unified, with 721,346 students in 659 schools;
- The percentage of high school graduates from schools in the 100 largest districts is a significant 18 percent lower (4.5 percent of all students) than the comparable figure in all schools (5.5 percent of all students).

The bulk of the NCES report is devoted to tabular descriptions of these 100 districts, ranked by student enrollment. Appendices provide additional data for the 500 largest districts and 1990-91 data for the 100 largest districts. The term 'United States and jurisdictions' is used to refer to all 50 states, the District of Columbia, Bureau of Indian Affairs, Department of Defense schools, and five outlying areas.

Larger Districts Are Less Efficient

Rather than benefitting from economies of scale with larger school districts, a 1999 study for the Alexis de Tocqueville Institution by Mike Antonucci concludes the American public school system suffers instead from "penalties of scale." Antonucci found that as school district size increases, the percentage of the budget spent on student instruction—teachers, books, and teaching materials—goes down.

According to the report, the average U.S. school district spends 61.7 percent of its budget on instruction. But Florida's Broward County—the nation's sixth largest district—spends 55.7 percent of its education budget on instruction. Maryland's Baltimore County, the 24th largest, spends 55.3 percent, while Orange County, the 16th largest, spends barely half of its budget (52.2 percent) on student instruction.

For more information…

WWW Mike Antonucci's November 17, 1999, report "Mission Creep: How Large School Districts Lose Sight of the Objective: Student Learning," is Alexis de Tocqueville Institution *Issue Brief* No. 176, available on its Web site at **www.adti.net**.

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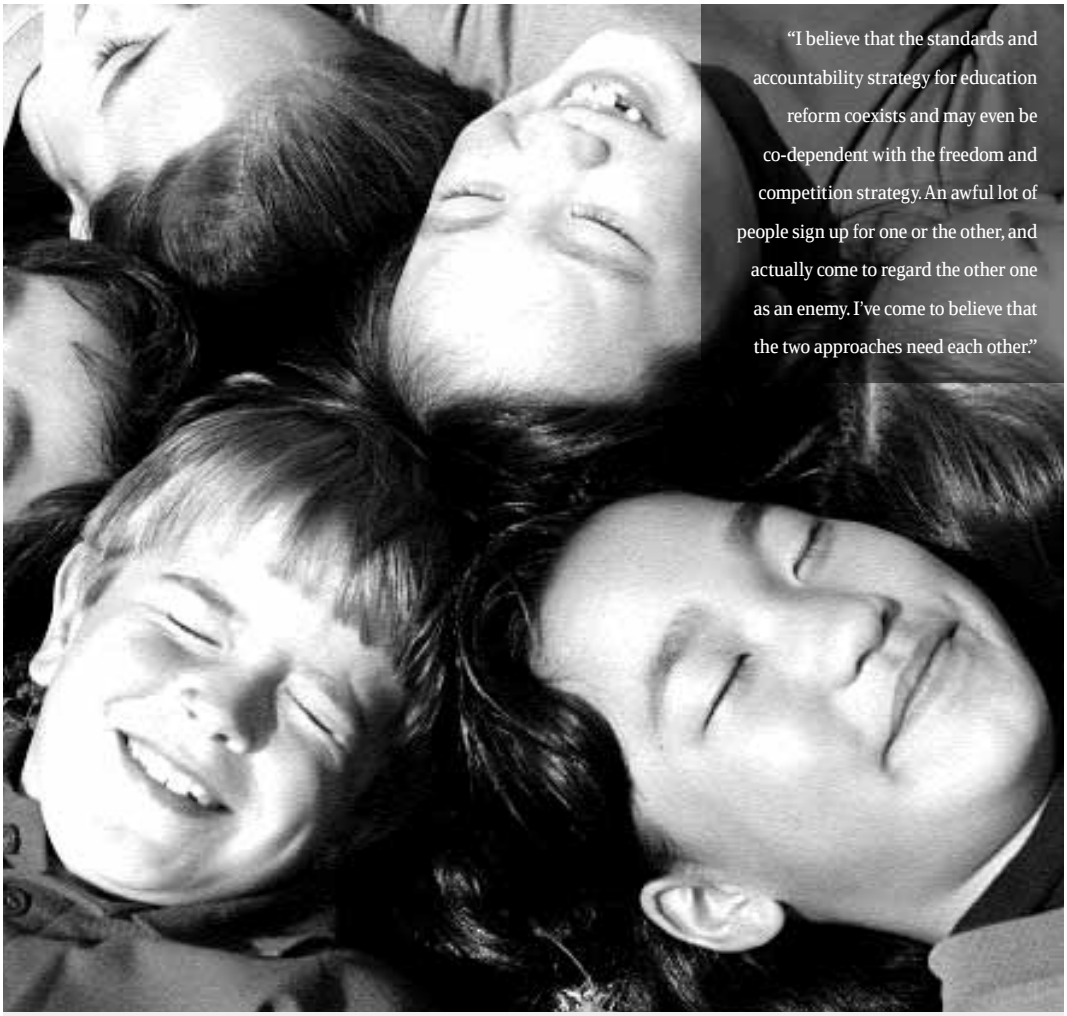
Accountability and Choice: Each Depends on the Other

AN INTERVIEW WITH CHESTER E. FINN, JR.
BY GEORGE A. CLOWES



"I believe that the standards and accountability strategy for education reform coexists and may even be co-dependent with the freedom and competition strategy. An awful lot of people sign up for one or the other, and actually come to regard the other one as an enemy. I've come to believe that the two approaches need each other."

One thing education reformers quickly find, to their dismay, is that the complexity of today's K-12 public education system allows its defenders to easily shift discussion away from the reformer's area of expertise by raising numerous "red herrings." For example, concerns about teaching styles and low student achievement often are deflected by excuses about the lower quality of incoming students, large class sizes, and lack of technology. Concerns about teacher quality often are sidetracked by complaints about low teacher pay, high teacher turnover, and the use of uncertified teachers.

But don't try this red herring defense with reformer, scholar, educator, and public servant Chester E. Finn, Jr. The breadth and depth of his knowledge of the K-12 education system are unsurpassed, and he has devoted most of his career to improving public education. From junior policy advisor in the Nixon White House to his present position as senior fellow at Stanford's Hoover Institution and president of the Thomas B. Fordham Foundation, Finn has become one of the most influential voices for education reform in the United States today.

His interest in education developed at Harvard University, where he earned three degrees, including a doctorate in education policy. His long record of public service includes stints as Assistant Secretary for Research and Improvement at the U.S. Department of Education in the Reagan administration, and as chairman of the National Assessment Governing Board. Finn was a professor of education and public policy at Vanderbilt University from 1981 until 2002. He served as founding partner and senior scholar with the Edison Project from 1992 to 1994, and currently serves on several boards, including K12 and the Philanthropy Roundtable.

The author of 13 books and more than 300 articles, Finn currently writes a weekly column in the Thomas B. Fordham Foundation's *Education Gadfly*. Since taking charge at the Fordham Foundation six years ago, he has made the Foundation an exemplar of applied philanthropy by demonstrating how a budget limited to roughly $2.5 million a year can be applied efficiently to public policy both in theory and in practice—through the regular production of a large number of high-quality research studies and through direct involvement in the reform of education in Dayton, Ohio. Finn spoke recently with *School Reform News* Managing Editor George Clowes.

CLOWES: *Where do we want to get to with education reform, and how do we get there?*

FINN: Where we want to get to includes a nearly universal population of knowledgeable and well-skilled people who are ready for citizenship, for productive employment, for further education, and who possess the requisite knowledge, skills, character traits, and behavior patterns to succeed in the world they will inhabit.

We will get there with the help of an education delivery system that includes many forms and vehicles, but that ultimately follows just a few key principles: standards, accountability, freedom, and competition. And if I bring a relatively unusual perspective to bear on this, it's that I believe that the standards and accountability strategy for education reform coexists and may even be co-dependent with the freedom and competition strategy. An awful lot of people sign up for one or the other, and actually come to regard the other one as an enemy. I've come to believe that the two approaches need each other.

CLOWES: *In what way?*

FINN: I don't think the marketplace works very well in education because schools, like every other vendor, tell fibs and exaggerate their achievements and their virtues, and people are not well-informed consumers.

What education consumers need in order for this marketplace to work successfully is a common metric against which they can compare schools, and I think that the best version of that results from the standards and the tests that most states are trying to impose in the name of standards-based reform. Thus, the marketplace needs the information system that standards-based reform brings to it.

I also think that standards-based reform is turning out to be far better at identifying problem schools than at doing anything about them. Here's where choice and competition can help.

For example, your state can give you a list of

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schools that aren't meeting standards, but then those schools just stay on the list and the children stay stuck in them because standards-based reform is not turning out to be very efficacious when it comes to fixing failed schools or giving children alternatives. Enter: the marketplace.

The perfect example is Florida's A+ program: Instead of sitting around dithering when the standards and the tests tell us we have a situation that's not working, we let the students go to some place else and encourage other providers to come in and take over.

The marketplace strengthens the hand of the standards-based reformers by creating alternatives for children otherwise stuck in failed schools. The standards-based reform strategy strengthens the marketplace by identifying the failed schools and helping people make intelligent comparisons among other schools. That's why I've come to see these two reform strategies as mutually reinforcing, or complementary.

CLOWES: *Could you comment on the findings from the Manhattan Institute's recent report on "What Do Teachers Teach?"*

FINN: That report most vividly illustrates one of the hazards with the standards-based reform strategy, which is, of course, designed to change the present public school system. It turns out from the Manhattan data that a goodly fraction of teachers don't buy into some central assumptions of standards-based reform, which are that states decide what students should learn, that teachers decide what goes on in the classroom, and that there ought to be a uniform standard against which student performance is judged.

A lot of teachers don't think state standards are very important; they prefer student-directed learning to teacher-directed learning, and to say that they grade on a curve would be putting it too kindly. They grade in kind of a relativistic way that seems to be child-specific rather than based in any single standard.

This says that some of the assumptions we hold dear about how the standards-based reform strategy is going to work may not, in fact, work very well, because it's not clear that enough teachers are eagerly doing the things that would cause the standards-based reform strategy to succeed.

There is also here a little bit of a cautionary note for the marketplace and competition crowd, which I'll illustrate by saying: I've been to some pretty daffy private schools and charter schools in my time where very dubious education ideas reign. That can happen just as easily in a competition/choice regimen as in a standards-based regimen, and parents are very easily taken in here. You ask a parent: "Would you rather have your child's school be child-centered or teacher-centered in its instructional decision?" An enormous number of parents will intuitively, instinctively say "child-centered."

That's why I believe in a common metric against which schools' performance can be measured. And that's a seriously missing link in a lot of choice and marketplace scenarios.

CLOWES: *Do you see that common metric being state-based, or will it be a national standard?*

FINN: I'm one of those people who busted a few bones trying, once upon a time, to advance the idea of national standards and national testing. That's simply a non-starter in political terms in the United States today, however, and so whether I think it's a good idea or not doesn't much matter; it doesn't look like it's going to happen any time soon.

That leaves us with states as the place we have to look to, and that's not a bad thing. They really do have both the constitutional and the fiscal responsibility for education, and the feds don't.

I also like the fact that we're in a kind of naturally occurring experiment here, with different states doing different things, because I'm not sure any one of them has got it completely figured out yet and I don't think we're so close to perfect knowledge about education reform that we should be trying to clamp a single reform regimen on the whole country.

CLOWES: *If many teachers aren't buying into standards-based reform, that presumably comes from what they were taught in college. What can we do about the ed schools?*

FINN: We break the monopoly and allow other kinds of people besides ed school products to become public school teachers, just as we already do in private schools and, in some states, in charter schools. We hold individual schools accountable for their results, and then we give them quite a lot more leeway in their personnel decisions, including the freedom to hire whomever they like, whether they're an ed school product, or a state-certified person, or not. Then the school is on the line for whether its children are learning, and, if the children aren't learning, one of the things the school might do is change personnel.

I don't think we can fix ed schools, so I think we must circumnavigate them and give the people who make hiring decisions about teachers the option of hiring people who didn't go to them. The model here is not medicine, as some of the people in Linda Darling-Hammond's crowd would have you believe, but journalism or business. You can go to journalism school if you want but, in order to get hired as a journalist, you don't have to have gone to journalism school. It might make you better at this line of work but there's no state requirement that says that the editor for the *Chicago Tribune*, when hiring a new reporter, is limited to products of journalism schools. Similarly, businesses are not limited to hiring people with MBAs.

What We Believe

The six elements of the Thomas B. Fordham Foundation's credo guide all its work on education reform:

- dramatically higher academic standards
- an education system designed for and responsive to the needs of its users
- verifiable outcomes and accountabilities
- equality of opportunity
- a solid core curriculum taught by knowledgeable, expert instructors
- educational diversity, competition, and choice.

Further details of the Foundation's work may be found on its Web site at http://www.edexcellence.net.

CLOWES: *One aspect of education reform the Fordham Foundation has examined is the role of philanthropists, such as the late Walter Annenberg. What were your conclusions in that area?*

FINN: Philanthropists—assuming they do want to change something—have to have a theory of action, a theory both of what needs to change and what is likely to bring about that change. Our report basically says, "Don't trust the system to fix itself. Don't hand money to the system."

What Annenberg did, and what a great many education philanthropists do, is either give money to the system, so that it can do more of what it wants to do, or give money to non-profit organizations that hold hands with the system. This, in our experience, only works under rare and rather specialized circumstances.

The two strategies that I was talking about earlier for education reform—namely, the standards, testing, and accountability strategy, and the competition and choice strategy—each is a better use of philanthropic dollars than funding the system or its hangers-on and cheerleaders.

The important thing to keep in mind with these two reform strategies is that they originate outside the system, with laymen, with non-educators, with elected officials, with business leaders, and with parents. They try to change the system from outside, not from inside. I am confident that philanthropists will get farther in education reform if they try to change the system from outside, rather than inside.

CLOWES: *The Fordham Foundation routinely produces a large number of high-quality policy and research studies, as well as being actively engaged in school reform in Dayton. Since you don't have a huge budget, what guides those efforts to get such impressive mileage?*

FINN: Well, we've been inventing this plane while flying it. Without any particularly elaborate strategic plan or master plan, we just set out to see what issues we might add some value to at the national level. But what we really do have is a philosophy of education, a credo, that you can find on our Web site. It's got six essential principles. Those really do steer our decisions about what is worth pursuing.

We decided early on that about half of our programmatic spending would be in Dayton on real programs serving real schools and real children, and the other half would be on national policy research in the "war of ideas" about education reform. Our tiny little staff is organized that way, and our budget is organized that way, and we do our best on both fronts with, as you indicated, rather modest amounts of money. And with everybody's endowment shrinking, it's less money each year, not more.

We've recently created a kind of twin organization, the Thomas B. Fordham Institute, which is able to receive other people's money to do projects, and, indeed, has several of those now in the works. So I have some hopes that we won't be totally dependent on our own endowment indefinitely. But, still, our people work hard, and most people outside think that a lot more people work here than actually do.

CLOWES: *What is the most important goal for education reformers to aim at over the next one to two years?*

> **"[A]re we really going to have the gumption to stick with our standards when we start discovering that students aren't getting promoted or getting their diplomas?"**

FINN: I think there are two.

First, we have to fend off the attack on charter schools, and allow the charter school idea a full and fair test. There's a major political war on to throttle the charter movement, to strangle it in its crib. It's getting harder and harder to start a charter school because the state regulatory environment is shifting very rapidly. Charter schools are getting less and less freedom, and so it's less and less worthwhile to go to all that bother of starting one.

Second, we have to see if we can stick to our guns on standards and tests and accountability in the states where the rubber is beginning to hit the road in terms of the consequences from high-stakes testing. In other words, are we really going to have the gumption to stick with our standards when we start discovering that students aren't getting promoted or getting their diplomas? This will all amount to nothing if we instantly turn tail and say, "Well, it's OK. You didn't pass the test, you didn't pass the test on fourteen tries, but we're going to give you your diploma anyway."

If we allow "the Blob," as Bill Bennett calls it, to push back the charter movement *and* dumb down the standards, then we're in deep trouble.

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JUST THE FACTS: Sources and Uses of Public Education Dollars

Total expenditures on U.S. K-12 public education and other related programs in the 1999-2000 school year were $381.9 billion, up an impressive $26.1 billion, or 7.3 percent, from 1998-99. Total revenues for the same period were 97.6 percent of total expenditures, or $9.0 billion lower at $372.9 billion. Current expenditures, the most common way of reporting public school expenditures, were 84.8 percent of total expenditures, or $58.1 billion lower at $323.8 billion. Total expenditures per student in 1999-2000 were up $504 from 1998-99 to $8,151, or 6.6 percent higher.

Where the Money Comes From

Almost half (49.5 percent) of the $372.9 billion in revenues came from state sources. Another 43.2 percent came from local and intermediate sources, with the federal government providing just 7.3 percent, or $27.1 billion.

Among states with more than one school district, the state share of revenues varied from just 29.1 percent in Nevada to 73.6 percent in Vermont and 71.5 percent in New Mexico. Just two years earlier, the state share of revenues in Vermont was less than 30 percent. Federal revenues ranged from 3.9 percent in New Jersey to 15.4 percent in Alaska.

For more information…

WWW See the National Center for Education Statistics, *Statistics in Brief May 2002, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000*
http://nces.ed.gov/pubs2002/2002367.pdf

Where the Money Goes

Of the $381.9 billion in total expenditures, the vast majority (84.8 percent) went to current expenditures for school operations, with the current expenditure dollar going roughly two-thirds to instruction and one-third to support services. Just 2.4 percent of total expenditures went to debt service, with another 9.3 percent going for facility construction/renovation and another 2.1 percent for replacement equipment.

As a share of total expenditures, the following variations are seen at the state level: current expenditures, from 72.3 percent in Arizona to 95.7 percent in Rhode Island; facility construction/renovation, from 0.6 percent in Rhode Island to 18.6 percent in Arizona; debt service, from 0.6 percent in West Virginia to 6.9 percent in Indiana.

Revenues for Public Elementary and Secondary Schools, by Source and State: School Year 1999-2000

WHERE THE MONEY COMES FROM						WHERE THE MONEY GOES						
	Share of Total Revenues							Share of Total Expenditures				
Total Revenues ($000)	Local	State	Federal	State/ Federal City	Student Membership (Fall 1999)	Total Expenditures ($000)	Current Expenditures ($000)	Current Expenditures	Facility Construction /Renovation	Replacement Equipment	Other Programs	Interest on Debt
$372,864,603	43.2%	49.5%	7.3%	United States	46,857,149	$381,915,263	$323,808,909	84.8%	9.3%	2.1%	1.4%	2.4%
$4,832,135	28.8%	62.2%	9.1%	Alabama	740,732	$5,010,612	$4,176,082	83.3%	10.7%	2.7%	1.9%	1.5%
$1,359,764	25.6%	58.9%	15.4%	Alaska	134,391	$1,397,285	$1,183,499	84.7%	11.8%	1.4%	0.5%	1.6%
$5,503,272	45.7%	43.6%	10.8%	Arizona	852,612	$5,895,099	$4,262,182	72.3%	18.6%	3.4%	0.5%	5.2%
$2,730,722	30.9%	60.2%	8.8%	Arkansas	451,034	$2,679,792	$2,380,331	88.8%	6.2%	2.7%	0.3%	1.9%
$45,058,305	31.0%	60.3%	8.7%	California	6,038,590	$44,759,855	$38,129,479	85.2%	10.3%	2.1%	1.7%	0.7%
$5,044,275	53.3%	41.3%	5.4%	Colorado	708,109	$5,460,884	$4,400,888	80.6%	12.1%	2.3%	0.7%	4.3%
$6,065,482	55.7%	40.2%	4.1%	Connecticut	553,993	$6,304,452	$5,402,868	85.7%	9.2%	1.5%	1.6%	1.9%
$1,072,494	26.9%	65.6%	7.5%	Delaware	112,836	$1,048,652	$937,630	89.4%	5.9%	1.9%	1.5%	1.3%
$16,946,014	42.1%	49.5%	8.4%	Florida	2,381,396	$17,515,027	$13,885,988	79.3%	14.6%	1.4%	2.6%	2.1%
$11,076,955	45.5%	47.9%	6.6%	Georgia	1,422,762	$10,899,994	$9,158,624	84.0%	11.8%	2.2%	0.5%	1.6%
$1,404,897	2.2%	88.8%	9.0%	Hawaii	185,860	$1,406,978	$1,213,695	86.3%	6.0%	2.4%	2.4%	2.9%
$1,472,070	31.2%	61.1%	7.7%	Idaho	245,136	$1,492,809	$1,302,817	87.3%	7.9%	2.6%	0.2%	2.1%
$16,590,948	61.5%	30.8%	7.7%	Illinois	2,027,600	$17,392,541	$14,462,773	83.2%	11.0%	3.2%	0.8%	1.9%
$8,427,757	42.4%	52.3%	5.3%	Indiana	988,702	$8,612,151	$7,110,930	82.6%	8.1%	1.8%	0.6%	6.9%
$3,714,861	43.3%	50.6%	6.1%	Iowa	497,301	$3,694,883	$3,264,336	88.3%	6.5%	3.0%	0.7%	1.4%
$3,408,634	31.3%	62.4%	6.3%	Kansas	472,188	$3,284,809	$2,971,814	90.5%	2.6%	3.8%	0.1%	3.0%
$4,330,619	29.3%	60.7%	10.0%	Kentucky	648,180	$4,145,224	$3,837,794	92.6%	1.0%	3.2%	1.1%	2.0%
$4,907,761	39.1%	49.5%	11.5%	Louisiana	756,579	$4,925,948	$4,391,214	89.1%	6.3%	2.2%	0.4%	2.1%
$1,811,965	47.5%	44.6%	8.0%	Maine	209,253	$1,799,866	$1,604,438	89.1%	6.3%	1.6%	1.0%	2.0%
$7,242,344	55.4%	39.0%	5.6%	Maryland	846,582	$7,348,943	$6,545,135	89.1%	8.4%	1.2%	0.2%	1.0%
$9,260,130	51.0%	43.7%	5.3%	Massachusetts	971,425	$9,025,643	$8,511,065	94.3%	0.8%	1.5%	1.3%	2.2%
$15,385,152	28.6%	64.6%	6.8%	Michigan	1,725,639	$16,841,093	$13,994,294	83.1%	9.6%	2.3%	2.0%	3.0%
$7,188,407	35.2%	60.0%	4.8%	Minnesota	854,034	$7,614,218	$6,140,442	80.6%	9.6%	2.4%	3.7%	3.7%
$2,778,506	30.1%	56.2%	13.7%	Mississippi	500,716	$2,931,371	$2,510,376	85.6%	8.2%	3.6%	0.6%	1.9%
$6,665,304	55.8%	37.6%	6.6%	Missouri	914,110	$6,733,065	$5,655,531	84.0%	8.1%	3.1%	2.0%	2.8%
$1,101,615	43.2%	44.7%	12.2%	Montana	157,556	$1,073,132	$994,770	92.7%	3.7%	1.9%	0.7%	1.0%
$2,216,656	56.5%	36.6%	6.9%	Nebraska	288,261	$2,195,263	$1,926,500	87.8%	6.2%	4.2%	0.1%	1.7%
$2,262,002	65.8%	29.1%	5.0%	Nevada	325,610	$2,444,804	$1,875,467	76.7%	15.0%	2.6%	0.5%	5.2%
$1,559,653	39.8%	55.8%	4.4%	New Hampshire	206,783	$1,580,317	$1,418,503	89.8%	6.8%	1.5%	0.2%	1.8%
$14,882,015	54.9%	41.2%	3.9%	New Jersey	1,289,256	$14,953,710	$13,327,645	89.1%	7.2%	1.1%	1.1%	1.5%
$2,240,777	14.4%	71.5%	14.1%	New Mexico	324,495	$2,214,591	$1,890,274	85.4%	11.5%	1.1%	0.6%	1.4%
$32,403,066	49.4%	44.8%	5.8%	New York	2,887,776	$32,354,348	$28,433,240	87.9%	4.8%	1.3%	3.4%	2.7%
$8,797,269	25.3%	67.6%	7.1%	North Carolina	1,275,925	$9,366,553	$7,713,293	82.3%	13.4%	1.5%	0.5%	2.3%
$749,936	46.9%	40.2%	12.9%	North Dakota	112,751	$732,929	$638,946	87.2%	7.5%	3.5%	0.7%	1.1%
$15,231,086	51.7%	42.5%	5.8%	Ohio	1,836,554	$15,021,942	$12,974,575	86.4%	6.4%	2.8%	2.7%	1.7%
$3,705,393	31.6%	58.4%	9.9%	Oklahoma	627,032	$3,677,397	$3,382,581	92.0%	4.7%	1.8%	0.5%	1.1%
$4,333,956	36.2%	57.1%	6.8%	Oregon	545,033	$4,419,127	$3,896,287	88.2%	7.4%	1.5%	0.3%	2.6%
$16,224,853	55.7%	37.8%	6.4%	Pennsylvania	1,816,716	$16,981,551	$14,120,112	83.1%	9.5%	1.5%	2.0%	3.8%
$1,448,205	52.9%	41.3%	5.8%	Rhode Island	156,454	$1,456,291	$1,393,143	95.7%	0.6%	1.5%	0.6%	1.7%
$4,917,485	38.8%	52.8%	8.4%	South Carolina	666,780	$4,968,906	$4,087,355	82.3%	12.6%	2.0%	1.0%	2.2%
$865,041	53.0%	34.5%	12.5%	South Dakota	131,037	$902,255	$737,998	81.8%	10.9%	5.1%	0.2%	2.0%
$5,378,527	45.2%	45.8%	9.0%	Tennessee	916,202	$5,818,502	$4,931,734	84.8%	10.5%	2.3%	0.5%	2.0%
$28,657,019	47.2%	44.2%	8.6%	Texas	3,991,783	$31,071,241	$25,098,703	80.8%	13.1%	2.1%	0.5%	3.5%
$2,579,092	33.3%	59.2%	7.5%	Utah	480,255	$2,599,491	$2,102,655	80.9%	12.3%	1.8%	2.5%	2.5%
$966,128	19.6%	73.6%	6.7%	Vermont	104,559	$929,310	$870,198	93.6%	2.1%	2.1%	0.6%	1.6%
$8,749,757	51.8%	42.6%	5.7%	Virginia	1,133,994	$9,094,490	$7,757,598	85.3%	8.4%	2.7%	0.6%	2.1%
$7,573,768	29.2%	63.5%	7.3%	Washington	1,003,714	$7,765,236	$6,399,883	82.4%	11.8%	1.6%	0.5%	3.7%
$2,294,744	28.8%	61.7%	9.5%	West Virginia	291,811	$2,281,245	$2,086,937	91.5%	3.2%	3.3%	1.4%	0.6%
$7,785,586	41.3%	54.0%	4.8%	Wisconsin	877,753	$8,136,932	$6,852,178	84.2%	9.7%	2.2%	1.2%	2.7%
$786,582	39.7%	51.9%	8.4%	Wyoming	92,105	$764,360	$683,918	89.5%	5.7%	3.4%	0.2%	1.2%
$875,619	79.6%	0.0%	20.4%	D.C.	77,194	$890,143	$780,192	87.6%	7.6%	2.3%	0.2%	2.3%

Source: National Center for Education Statistics, "Statistics in Brief May 2002: Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000."
http://nces.ed.gov/pubs2002/2002367.pdf

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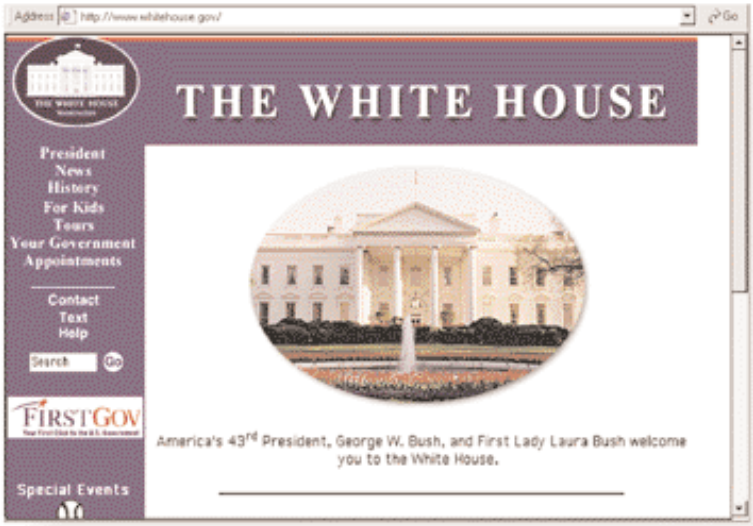

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